

That sickening Christmas dinner feeling



<https://www.science.org.au/curious/people-medicine/sickening-christmas-dinner-feeling>

Thinking routine

1. Based on the title of the article, consider the content and record responses in the green circle 'Before Learning' (page 2), *student notes*.
2. Click to read the Australian Academy of Science article above.
3. Record responses in the blue circle 'After Learning' (page 2), *student notes*.
4. Record responses in the orange box 'Explain' (page 2), *student notes*.

Before Learning

- ✓ 3 Words/Ideas
- ✓ 2 Questions
- ✓ 1 Metaphor or Simile

After Learning

- ✓ 3 Words/Ideas
- ✓ 2 Questions
- ✓ 1 Metaphor or Simile



Explain how your new responses connect to or changed from your initial responses.

Before Learning

- ✓ 3 Words/Ideas
- ✓ 2 Questions
- ✓ 1 Metaphor or Simile

Student notes

After Learning

- ✓ 3 Words/Ideas
- ✓ 2 Questions
- ✓ 1 Metaphor or Simile



Explain

Explain how your new responses connect to or changed from your initial responses.



Teacher explainer

Connecting to real world science

Article and thinking tool

Audience: Years 7-10



Why this resource?

That sickening Christmas dinner feeling is a resource intended to support student discussions about why we feel so sick when we overeat. It provides students opportunities to consider how changes to our circadian rhythms impact our everyday lives.

It encourages students to:

- Be curious
- Collaborate
- Develop and use critical thinking skills
- Practise communication skills

Links to Australian Curriculum: Science (Version 8.4) Science as a Human Endeavour (ACSHE119/134, ACSHE158/192, ACSHE157/191 Nature and development of science, ACSHE160/194, ACSHE228/230 Use and influence of science)

Australian Academy of Science videos and articles

The article *That sickening Christmas dinner feeling* is produced by the Australian Academy of Science as part of a collection of [videos and topic summaries](#) relating to current science issues.

Why use thinking routines?

To facilitate student discussion, this resource uses a specific thinking routine. A thinking routine is a set of questions or steps used to scaffold and support students to organise their ideas, reason carefully, and reflect on their thinking. The routines can be used in a range of contexts. If you are new to thinking routines or would like to explore further, check out Project Zero's [Thinking Routine Toolbox](#).



Why this thinking routine?

3-2-1 Bridge*

This thinking routine helps students to understand their own process of learning by considering their conceptions of a topic before and after a learning experience and how their conceptions changed.

How might you use this resource?

That sickening Christmas dinner feeling can be used by students individually or in groups. Recording group responses can be collated and used to stimulate deeper discussion or re-visited later.

Having discussed the content and engaged with the routine, you may invite students to consider how they think science and thinking with a scientific perspective helps society better understand the causes and impacts of overeating at celebratory meals.

Your context, your judgement

We suggest you watch the video in advance and consider your students' experience so that you can anticipate questions or concerns they may have.

***3-2-1 Bridge thinking routine was developed by Project Zero, a research centre at the Harvard Graduate School of Education.**